

Enhancing Student Outcomes



"The Colors" – Blue & the 3 Stress Behaviors

THINK they can
TRUST us
Products & Services

FEEL we CARE
about them
People & Processes

Invitations "Into the Blue"

Directive Approach with "GRAY"

Say what you think is best
...Be concise
...Deal with the facts
Give them directives
(Begin with action verbs)
...Minimum gestures
...Even tone of voice
Avoid (1) Questions
(2) Small talk
(3) Emotions
Assume responsibility

What you do

Supportive Approach with "GREEN"

Affirm their decisions
...Support their suggestions
...Ask for thoughts, feelings

Suggest options

Foster togetherness
...Reassure them you'll help
...Recognize their feelings
...Convey acceptance
(even if you don't agree)

What you do

Participative Approach with "RED"

Let them define the pace
Take notes
Avoid arguing
Apologize when appropriate

Wait for a response
Ask open-ended questions
Let vent without interruption

Take a deep breath
("DOGS!" / "Go to balcony")

EXAMPLE KEY 1ST WORDS

- "Tell me what your problem is."
- "Answer each of my questions."
- "Recall what when wrong."
- "Explain to me ..."

Use your energy to energize them.

EXAMPLE KEY 1ST WORDS

- "I'm here to help you..."
- "It's no bother, how can I help?"
- "We can work together to..."
- "Your wellbeing is important."

They want to know you care.

EXAMPLE KEY 1ST WORDS

- "What is the problem?"
- "What options can we consider?"
- "Is there anything else I should know about this?"

They need to vent!

STAY BLUE: a balanced problem solver with options; confident & caring.

AVOIDER

POSITION: "I lose" / "You lose"
WORDS: "It doesn't matter."
"What's the use?"
VISUALLY: No energy, sad-sack
Indifferent
REACTION: Freeze, give up, GNW

SAFETY-SEEKER

POSITION: "I lose" / "You win"
WORDS: "Sorry to bother you, but..."
"Oh, I should have..."
VISUALLY: Uncomfortable, anxious
Nervous
REACTION: Flight, give in, too nice, GAF

CONTROLLER

POSITION: "I win" / "You lose"
WORDS: "Why can't you..."
"You guys are..."
VISUALLY: Blustery, rigid, aggressive
Sarcastic
REACTION: Fight, attack, blame, GRO

STRENGTH	WARNING SIGNAL	OVER-EXTENDED
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methodical	plodding	rigid
quiet	reserved	withdrawn
reflective	vacillating	out of touch
inner-directed	loner	reclusive
tolerant	"whatever"	"who cares"

STRENGTH	WARNING SIGNAL	OVER-EXTENDED
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people-oriented	gives in	dependent
trusting	acquiescent	gullible
helpful	indulgent	patronizing
sensitive	submissive	passive
loyal	devoted	loses self

STRENGTH	WARNING SIGNAL	OVER-EXTENDED
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assertive	aggressive	coercive
competitive	argumentative	combative
results-oriented	controlling	demanding
leader	domineering	driving
confident	cocky	arrogant

IN OUR STRENGTHS ARE THE SEEDS OF OUR WEAKNESSES. Stress invites a person's strengths to become overextended. Then, my "intent" (what I mean) no longer matches my "style" (how people perceive me).

Overview



"Parachutes"

In emergencies, this is a positive escalation to closure while maintaining everyone's dignity.

PARACHUTE #1: "____, I'm here to give you my best. If you're interested, that's great. If not, I understand."

PARACHUTE #2: "____, what I care about most is that you get what you need. Will you give me a chance?"

**BACK-UP
PARACHUTE:** "Seems like we need help to get this resolved, _____. Do you want to wait while I talk with _____, or shall I have _____ get back to you? Which do you prefer?"

Connecting Well to Enhance Student Outcomes

Establishing proper control and rapport

- ✓ Displaying professional body language and tone of voice—present, caring and confident.
- ✓ Thinking of the student as a person, not an "it."
- ✓ Being professional by establishing caring control – using a "verbal handshake."
- ✓ Using an invitation (directive, supportive, participative) when a person is stressed.

NOTES